

*Eli R. Havens*

# The Connecticut COMMON SCHOOL JOURNAL,

PUBLISHED MONTHLY

UNDER THE DIRECTION OF THE

State Teachers' Association.

CHAS. NORTHEND, New Britain, Resident Editor.



Vol. XX., MAY, 1865.

NEW SERIES, VOL. XII., No. 5.

TERMS.—One Dollar a year, payable in advance. All remittances, letters and communications to be addressed to CHARLES NORTHEND, NEW BRITAIN, CONN.

POSTAGE.—Twelve cents a year, if paid in advance at the office where taken.

**SCHOOL FURNITURE.**

---

**ROSS'**

**SCHOOL FURNITURE WORKS.**




**Desks and Chairs,  
Teachers' Desks and Tables,  
Tablet Stands,  
Map Stands,  
Blackboard Wipers,  
Boston Primary School Slates.**

ALSO,

**J. W. ROSS' PATENT INK-WELL,  
OR FONT FOR SCHOOL DESKS,**

Greatly superior to any ink-well heretofore used.

 An illustrated Catalogue and information forwarded, on application, by mail or otherwise.

Every article of School Furniture from this Establishment will be warranted. All communications may be addressed to

**JOSEPH L. ROSS,**  
Office,---Chardon, opp. Hawkins Street,  
(Near the Revere House,) BOSTON, MASS.

May--1865.

THE  
Connecticut Common School Journal,  
AND  
ANNALS OF EDUCATION.

---

---

VOL. XII.

NEW BRITAIN, MAY, 1865.

No. 5.

---

---

NOTES FROM A SCHOOLMASTER'S PORTFOLIO.

WHICH OF THE TWO ?

THERE are two ways of disciplining. The first is by working by and upon the *good* in our natures. The second is by combating the *bad* in our natures. One teacher will see only the *good* in man and strive by developing and strengthening this to keep in subjection the *bad*. Another teacher will see most prominently the *bad*, and his discipline consists in a constant warfare with this. The one appeals to the *good* letting the *bad* take care of itself, and the other the contrary. Which is best? Which will make the most profitable school? Which will make the most cheerful school? Which of the two? If the distinction we make, is not realized turn to a number of teachers of your acquaintance and study them with reference to this.

Take a boy. Just so sure as Christ is mightier in our natures than Beelzebub, so will the good prevail over the *bad* in his nature, if it be properly educated and brought out. So in solving the great problem of the universe. In christ-

ianizing the world we strive to win him to that climax of education, the love of God, by enlightening the *good* portion of his nature, letting the *bad* alone. The best way of controlling the *bad* is through the *good*. If you commence with the *bad*, you irritate, and cause a suspicious state of mind. The school room is not cheerful and passion is developed instead of the higher qualities. It isn't true that, the more you attack the *bad* in one's nature, the less it becomes. But it is true that the good is increased by every effort and becomes relatively superior to the *bad*.

We do not mean to imply by what we have said that bad acts must never be corrected and punishment never inflicted. But we would have the good in a boy's nature our first and prominent resort in order to influence him to do right. By combating constantly the *bad* you give it a kind of respectability by this very act. Do not go to it to quarrel with it. But attack it resolutely when it rises up in defiance. Sometimes in company you inflict a far more severe punishment upon a person by taking no notice of him than by openly making issue with him. So we would have the bad left in the background and the good brought prominently forward as the ruling motive.

The same remarks apply to the whole as well as to individuals. Dr. Arnold of Rugby, that paragon of school-masters, used to govern his school on this principle. He governed through the sixth form. That is the highest class in school, all the smaller boys. His own influence was exerted entirely upon the sixth form. This was the leaven of Rugby school. The sixth form enjoyed Dr. Arnold's near intercourse, and received his highest and best moral instructions. Consequently the leading boys in school took the lead in what was *good*, and it was unpopular to do otherwise. In Rugby, therefore, the *good* was the popular and the *bad* the unpopular side. The *good* was the prominent motive in the government of the school. In both individual and school therefore we feel sure that by far the happiest and best results are obtained if your object is to bring out the *good* in the boy nature and leave the *bad* to be attacked only when it comes in your way.

C. Y. T.

From the California Teacher.

REVERENCE FOR CHILDREN.

"Maxima debetur puero reverentia."—JUVENAL, Sat. XIV.

TEACHING is the most peculiar of employments; utterly distasteful to some, to others irresistibly attractive. Few teachers abhor their business; for such will not be driven to teach by any pressure of events. But some teach with far less interest than others. They lack a genuine enthusiasm in their profession. And perhaps there are few whose interest does not sometimes flag. It does us all good to call to mind occasionally the greatness of our work; and that comes from the nobleness of the material with which we deal.

Who and what are our pupils? We look into their eyes day by day, and what do we see there? How do we estimate these young individualities which come to be shaped by us? Such questions strike the key note of our work.

1. Their lack of years is no essential inferiority. Being younger than their teacher is not only no "atrocious crime," but it does not bring them a whit below his own level. He has no right to cuff or scold them because they are younger. His duty is to guide and instruct those who are just as good as he is. They happen to have been born later, and so are a little behind him in knowledge and discipline. To each generation is committed the instruction of its juniors. The teacher is selected to do the formal part of the work; the informal, and not less important, is done at home and in the thousand contacts of social life. One of the things to be taught is a proper respect for age; a universal, half-filial sentiment, which helps to make life beautiful wherever rightly developed. Another most important thing to be taught is submission to just authority. The school is to be in this respect an educator of good citizens who will obey law; more, it is to prepare the citizen of the universe to bow to the will of God. It will not do to refrain from the exercise of authority in the

school-room. One of the chiefest needs of immature years is to learn obedience, to understand the golden motto, "Honor to whom honor." Because the teacher esteems his pupils so highly he will teach them "manners," and enforce good morals. But let him not do this as with inferiors. The time will come when this difference of years will seem as nothing. When two college graduates, hardly yet in middle life, met at commencement, one said, "I believe I was your tutor," and was taken aback by the reply, "No, I was yours." Suppose you are ten or even twenty years older than your pupil; he will soon be out in the world by your side, perhaps outshining you. Before you are willing to acknowledge yourself an old man he may be in Congress, making laws for you to obey, or Judge of the Supreme Court, adjudicating on your dearest rights. Doubtless there are now living, in a vigorous activity, some of the pedagogues who feruled the "Bobbin Boy," and the "Farmer Boy." Which does the world deem older now, the "boys" or their teachers? Chief Justice Chase can find some of his instructors; would they feel older than he, seeing him in the redeemed seat of Marshal? So fades, even in this life, the inequality of age. It is an accident, conferring not the slightest gift of superiority.

2. The teacher will do well to remember the possible special greatness of the young minds before him. It is of no use to tell all the boys that they stand a good chance for the White House, or make all the girls believe that they can come to write novels like *Uncle Tom's Cabin*. It is better far to rouse in them an ambition to do well just what is put within their reach than to excite restless cravings which can never be satisfied. But the teacher may think—can he help thinking?—"here are spirits which may become instructors and leaders of multitudes." Our institutions, with their free play of motive and of energy, reveal every day such possibilities. Grant and Sherman were not very remarkable boys. President Lincoln's early life did not herald him as the man for the greatest crisis of our country's life. There is a possible greatness in many of the boys we instruct. As we ply our arduous work, we can not be sure that we are not mold-

ing the souls of future statesmen, of the orators whose "winged words" will enter a million hearts. We need not promise each boy that he shall be a Webster; but what if a gréater than he lies latent in the arena of our school-room? The bare possibility is enough to make us bow the head before our pupils. We see the stuff out of which greatness is made. We are fashioning minds which bear the divine seal. We are swaying passions, disciplining tempers, kindling aspirations which have in them the secrets of all human power.

3. But there is a yet deeper reverence. You need not search for germs of special greatness, which after all has so much of mere accident. Bend low before every young soul because it has essential greatness. Reverence the most ignorant mind for its wonderful structure and powers. Say to yourself, here is an immortal being, with capacities for development unending; with mind, heart, and will fashioned for the highest activities; with a conscience to be guided and enlightened; with susceptibilities to exquisite pain—taking shape to-day, this instant, under my forming hand. Young minds are great because all mind is great. The most puerile souls are august because every human soul is a thing of grandeur. Take your most unpromising pupil and with the eyes of a reasonable faith you can see in him or her something nobler than the stars.

Reverence these young beings. Work for them as for the highest of the earth. Love them as your immortal kinsmen.

---

#### SOMETHING ABOUT COMPOSITIONS.

BY DATE THORNE.

Come, Lilly and Milly, and Delly and Melly, and Mary and Sarah, and Jimmy and Johnny and Charley, and all the rest of you that have a composition to write for next week, dry up the tears, put off the doleful faces, draw up the chairs close, and listen while I tell you how to do it. "You can't?"



O yes you can, if only you know how. "Such hard work!" I know it is. I know all about it. Many a time I have sat an hour, with a pen in my hand, and a great white sheet of paper before me, and the only thing in the world that I could think of would be "Spring is the pleasantest season of the year. The flowers begin to blossom; the trees put forth their green leaves; the lambs skip and play in the fields; the squirrel hops from branch to branch; and everything is very glad to think spring is coming." And when I got so far I always had to stop for want of something more to say. O yes—you can't tell me any thing bad about the matter that I don't know already. I always feel sorry for children when they come home from school with their long composition faces on, and so I want to tell you about a class of boys and girls hereabouts, who think it is fun to write their compositions. When they have one to write they come bounding into the house to tell of it as joyful as if they were going skating.

I wondered much what the magic was that had made play out of what used to be such hard work; and so I went up to school one day, to find out. This was what I saw. In a recitation room sat the teacher at her desk, and before her were about twenty little boys and girls. Some of them were pretty, and some were plain. Some had light hair, and some dark. There were blue eyes, and black eyes, and brown eyes, and gray eyes; but the eyes were all looking straight at the teacher, and the lips were all smiling. And this was what I heard.

"Children, how many feet has a dog?" "Four."

"How many has a cat?" "Four."

"How many ears have they each?" "Two."

"How many eyes?" "Two."

"How many tails?" "One."

"What are their skins both covered with?" "Hair."

"Then what is the difference between a dog and a cat?"

The children looked blank, and no one spoke.

"If there were a cat and a dog both in this room, could you tell me which was which?" "Yes'm."

"How?"

"They don't look alike," spoke up Eddy, rather doubtfully.



"But how differently do they look?"

"The dog is the biggest," said Johnny Fay, sure that he had found it all out.

"But suppose they were the same size—a little dog and a big cat?"

Another silence, and then Luly's hand was raised, and her blue eyes sparkled as she said timidly, "The kitty would pur if you should stroke her, but the dog wouldn't."

"Well, children, you need not tell me any more now, but I want you to go home and look at all your dogs and cats, and see in what things they are different from each other, and the subject of your next composition may be, "Why a cat is not a dog."

The children were dismissed and went home; but you may be sure that all the dogs and cats in about twenty houses had to undergo a thorough examination that night. They were doubtless somewhat surprised at having their claws counted, and their mouths so unceremoniously opened, and their teeth and tongues looked at, and their eyes looked into; and the dogs wondered what the reason was that they had to be taken into a dark room, and their hair rubbed the wrong way to see if it would sparkle. But they bore it very patiently, considering that they could not be made to know what it was all for.

Then the children talked with their fathers and mothers, and rummaged the book-shelves, and read everything they could find about cats and dogs, and they remembered many little stories about them themselves; and when next composition-day came, every one as ready, and as eager, and happy as if they were about to do some very pleasant thing.

I should like to tell you what some of the compositions were; what funny things were in them, and how they all laughed. Some of the children disagreed about some things too. Harry had written that cats' eyes were always green; Emma thought they were yellow; while Josie said her kitty's were brown; Berty thought the greatest difference between dogs and cats was, that boys liked dogs and girls liked cats. Altogether, they had a merry time over their

compositions ; and I am sure that any one of those twenty children could tell the difference now between dog and cat, without any hesitation.

One day somebody asked one of these same little boys why it was that he liked to write compositions so well. He twisted his button-hole with his fingers, and looked up at the clouds with his eyes, and, after thinking a minute, he said :

“ I guess it's 'cause I always write about what I know.”

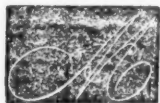
Now, there's the secret for you children. Always write about what you know, and it will not be such hard work after all.—*N. Y. Independent.*

## PENMANSHIP.—ITS THEORY AND PRACTICE.

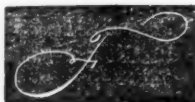
BY H. W. ELLSWORTH.

### CAPITALS.—FIRST CLASS.

THIS class may be resolved into five groups. The First Group comprises A, N and M. See Fig. XXXV.



*Fig. XXXV.*



*Fig. XXXVI.*



*Fig. XXXVII.*

Capital A is formed by placing the straight line to the right and under the top of the type stem, as a support, terminated with a proper connective.

Capital N is formed like A, with the addition of a convex terminating curve as its characteristic.

Capital M is formed like N with the direct oval added as its connective and characteristic.

The general structure of these letters should be triangular,—the base broader than the top. To secure this, care must be taken to bring the stem well to the left in descending. The inner spaces of these letters at the top and bottom should each be equal to small *o* in width.

The Second Group comprises T and F. It may be represented as in Fig. XXXVI.

Capital T is formed by placing one type or stem horizontally over the top of another in the usual oblique position, forming a cap as its characteristic.

Capital F is formed like T, with the addition of a characteristic cross and dot at the middle of the oblique type. Attention to the adjustment of the cap of these letters is of the greatest importance. It must never appear *perched* upon the top of the stem, but rather *hung* over it, by forming the small loop of the cap on the left, as near to the stem as possible without touching it. Sometimes the large oval finish at the top is restrained, and formed no larger than the one on the left, in which case the pen is not raised in making the letter.

The Third Group comprises P, B and R, and is represented in Fig. XXXVII.

Capital P is formed by placing the capital loop over the type as a characteristic.

Capital B is formed like P, with the addition of the *indirect* or rightward oval united to the cap by a small loop, as its characteristic termination.

Capital R is formed like P, with the addition of the *direct* or leftward oval united to the cap by a small loop as its characteristic termination.

In forming P, the cap should be adjusted so that its centre of gravity will appear over the middle of the supporting stem, and not over its extreme top, as is quite customary. To secure this appearance, the cap should be fullest on the *left*, and the space upon the right of the stem should not exceed the width of *o*.

All caps and ovals in this group must partake of the general slope of the letter, except the one at the base of the stem, which should slant toward the middle of the stem, as indicated by the dotted lines. Ovals at the top and bottom of these letters must never interfere with one another. The small loops at the centre of B and R should point *upward toward the left*. Care must be taken that these letters do not present a *hunchback* appearance.



Fig. XXXVIII.



Fig. XXXIX.



Fig. XL.

The Fourth Group comprises S, L and G. See Fig. XXXVIII.

Capital S is formed by prefixing the concave curve to the capital stem, forming a loop at the top as its characteristic.

Capital L is formed like S, except its termination, which is another type of the same kind, placed in a horizontal position at the bottom of the letter forming its characteristic termination.

Capital G is formed by commencing like S or L, turning at the top and forming two-thirds of the leftward oval, and then reversing the movement, ending with the type. Its characteristic is the oval united to the type reduced in size.

The stem is more curved than usual, in forming S and L. The loop at the top must be the same as the looped small letters, viz. : twice the length and once the width of small *o*. The crossing should be by an oblique movement toward the right, similar to the shoulder in *r* and *s*, and the oval at the base should be divided equally by the first upward curve. In finishing L, the horizontal type should cross the oblique one *where the curves composing it are compounded*; not afterward.

The Fifth Group comprises I and J. See Fig. XXXIX.

Capital I is formed by prefixing the capital loop to the stem as the characteristic of the letter.

Capital J is formed like I, the type being straightened and prolonged below the line as its characteristic.

In forming these letters, *the cap should always be made first*, by an upward rolling motion. The pen should not be lifted at the top, but return through the loop, turning upon the rule line for I, and descending below it for J. J should never be made short like I, except when the whole word is written.

It is best, however, never to make J on the line, like I, as it is frequently of great annoyance in determining initials.

SECOND CLASS.

This class may be divided into three groups. The First Group comprises O and C. See Fig. XL.

Capital O is formed from the type of the class by coiling the terminating curve inside of the oval on the left, as its characteristic.

Capital C is formed by prefixing the convexo-concave curve to the type by a turn to the left at the top of the letters; forming a loop half its length, and finishing the oval at half its usual height, as a characteristic.

Care should be taken not to carry the top of C too far forward.

The Second Group comprises E and D and may be represented as in Fig. XLI.

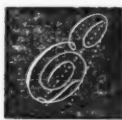


Fig. XLI.



Fig. XLII.



Fig. XLIII.

Capital E is formed by uniting one small type to the top of a larger one by a loop near the middle of the letter as a characteristic.

Capital D is formed by circumscribing the oval about the capital stem, uniting them at the bottom by a turn to the left.

In making E, the central connecting loop should point obliquely toward the left, and must never be carried to the *right of the line of slant*, at the sacrifice of the letter. A similar caution must be observed in forming D, not to carry the horizontal loop at the bottom to the left of the line of slant through its center. Also be careful that the contour of D be not too nearly *round* instead of oval.

The Third Group comprises H and K. See Fig. XLII.

Capital H is formed by prefixing small y to Capital C as its characteristic.

Capital K is formed like H, but with its characteristic loop

or kink on the right. The space between the *y* part and C part at the centre, as well as the loops of these parts should never be less than small *o*. The C part may exceed the height of the *y* part by once the length of *o*.

### THIRD CLASS.

The First Group comprises current M and N. See Fig. XLIII.

In forming these letters, care should be exercised in grading the descent of each successive part added to the type, as indicated by the dotted line in the figure; being careful that the first curve of the loop is the highest, and the steps equal, leaving the last one step above the small letters.

The Second Group comprises W, Q and Z as in Fig. XLIV.

In forming these letters care is necessary to give the letters the requisite stability of appearance, the resting points of W should be separated the length of O, and the alternate spaces should be uniform. Q should rest upon the ruled line at two points, each once the length of *o* from the crossing, which must be elevated above the crossing. Do not finish Q with a complete oval, but pass directly from the last resting points to the small letters.

The peculiarity of Z is its shoulder. The first of the letter is formed like Q, when, instead of forming a compound curve, the rightward oval is elongated below the line, and finished, crossing itself on the right of the connecting loop.



Fig. XLIV.



Fig. XLV.



Fig. XLVI.

The Third group comprises X, T, F, H, and A as a resultant letter. See Fig. XLV.

This group is formed in a manner quite similar to the second. We will, therefore, leave the reader to carry out the analysis.

The Fourth Group comprises V, U and Y. Fig. XLVI.

The termination of V and U should be graded below the loop like current M and N. Care should be taken that the inner spaces are not too broad at the top,—a common error in forming this group.

We have ventured to extend the foregoing analysis beyond the limit originally assigned for this article, trusting to its importance as a proper means for the study of the alphabet, to secure for it an insertion and the indulgence of the editors and readers of *THE JOURNAL*.

---

For the Common School Journal.

#### THE DUTIES OF TEACHERS TO THEIR SUCCESSORS.

THE duties of teachers to their pupils have been discussed from every considerable point of view; their relations to committee and community receive perhaps sufficient attention; and their duties to their predecessors,—briefly comprehended in this,—to speak well of them or say nothing,—are universally understood. Perhaps the duties of teachers to those who are to succeed them may have received less thought, and may therefore be profitably discussed. It is possible in a great many ways to make heavy or light the burden which you are to lay down and another to take up, and surely the work of an *earnest* teacher is arduous enough of itself to merit any alleviation that can be given it.

Among other preparations for your successor, then—

1. *Leave your school house in order.* Don't leave littered drawers, a broken square of glass, a disorderly wood-room, dirty towels, and an exhausted supply of school working materials. It will suggest a familiar experience to many teachers, to speak of the disgraceful condition in which school rooms are often found. In a somewhat extended experience, the writer has *never* found a neat, orderly school-room, in which to begin the labors of a new situation. Two school-rooms in particular present themselves. Both were comparatively new, very pleasant, fitted up with modern appliances,



both generously, and one lavishly and elegantly provided with apparatus and reference books, but never did southern plantation-house clamor more urgently for a Miss Ophelia than did these two pretty rooms for an energetic Yankee house-cleaning. There is a strong temptation to give a hint in passing, that the common slur that no woman who has been long a teacher is fit to be a house-keeper, is but too well deserved, and that there can certainly be no more excuse, to say the least, for an untidy school-room than for an untidy parlor. But that is a digression; it is not the caring for ourselves, but for our successors, that is under discussion. Begin outside in the school yard, and make every thing what "A. H. K. B. of Fraser," calls "unconditionally tidy." If you have a good janitor, he will make repairs for you, if you have an efficient district committee, he will do the same, but probably either of these will need to be told what needs their attention; possibly you have no such worthy coadjutors; and certainly there will be many things they can not do. Even if you are a "woman teacher," and have no help, you can drive nails, can't you?—and fasten up wardrobe-hooks in the entry, and fasten down ink-well covers in the school-room? Surely a New England girl can handle all tools that are small enough for her hands to hold.

2. *Leave your registers right.* The school book-keeping is of equal importance with the school house-keeping. Every record-book should be filled out and closed up with the accuracy and elegance of a merchant's ledger. The number and variety of these varies very much with the kind of school and the taste of the teacher, from the single attendance record of the country district, to the numerous and elaborate statistics required by law in some of our cities, but to the amount of writing little or much, a teacher should be too proud to leave any thing unfinished. Little needs to be said on this point, however, as teachers are almost uniformly careful here, even when careless elsewhere.

3. *Leave your classes in good shape.* It is excessively annoying to find an algebra class half way through quadratics, a geography class left in the middle of the Southern States, or

a grammar class floundering in the deepest depths of the verb "to love." Settle your limits for each class, and leave them with a finished piece of work. Either finish quadratics, or stop at involution; review and re-review the Middle States if you can not finish the confederacy; and work through conjugation or let it alone.

4. *Leave your programme.* If you have no programme then you can not appreciate the help one would be to your successor, but if you have one, it is ungenerous to deny to another the same assistance you have yourself found necessary. Even if the next teacher changes *every item*, he will feel obliged to you for giving him something to vary from. Even New Hampshire is said on Senatorial authority to be "a good state to emigrate from."

5. *Leave a note of explanation.* Not to direct your successor, but to aid him. In every school there are very many things that it is only christian charity to explain, that some unfortunate experimenter may not hopelessly entangle himself before he sees a snare. For instance; suppose a class have finished a text-book, and have known for a whole term that they are to have a new one. The new teacher naturally assigns a lesson in the old book, and having been told that they have gone through it, probably assigns it in the first few pages. The children feel vexed, the quieter ones pout, the bolder ones raise their hands and say in irate tones that they're "not going to study that book any more." It *sounds* insolent, it *is* fact. No one is to blame, but what can the teacher do? Probably she insists upon the lesson, possibly rebukes or even punishes the speaker, and the foundation for mutual ill-feeling is laid. Many a school term has been worse than wasted from just such a cause.

6. *Speak well of your successor.* If you positively know that he is not well qualified for the position he is to fill, still, if he is definitely engaged, say no word against him, but speak in his favor as far as truth will admit. Never leave a school without attempting to give a pleasant impression concerning him who is to fill the post you leave, and, beyond all, never suffer yourself a disparaging remark. It is a dis-

graceful evidence of want of *esprit de corps* for one teacher to say of another, under these circumstances, any thing which will be disadvantageous, and it is in unquestionably bad taste.

---

#### PRIMARY TEACHERS.

A VERY erroneous idea, and one too well tolerated, is that any body can teach a primary school.

The work of the primary teacher is not duly considered.

If the foundation of a building is not properly laid, it tumbles to the ground, it is a mass of bricks and timber thrown promiscuously together, and the work of the architect is lost.

No man should be employed to lay the foundation of any edifice who has no conception of its magnitude; nor should any individual teach a primary school who has no idea of what true education is, or who has not sufficient qualifications for teaching any branch of study brought into our common schools.

The reins of an unbroken steed are not given to the puny man but to him that is strong, so the child of the primary school should have the most able training, and be brought under the influence of the most cultivated minds.

Of all departments, this is the most important, as the first few years of the child's life stamp his character forever.

Some changes will be wrought in after life, but among all his characteristics of future years will be mingled with the teachings of former days.

I think that much of the like, or dislike of any particular study depends upon the manner in which the subject is presented, even more upon this, than the ability of the scholar; and on the same principle, the taste or distaste of school-life which shapes the life work of the boy or girl, depends greatly upon their first reception into the school-room, their love for their first teacher, and the commencement of their primary education.

Truly it may be said, more is done for the man and woman, whether for better or worse, in the primary school, than in any other grade, and in the selection of a primary teacher the first question should not be, as often is, "What is your price?" but what are your qualifications?

That any teacher will do for the lower grades of our public schools, or a small district school, is a delusion the result of which is felt for generations.

Our best teachers should be sought; act upon this principle and you strike the root of the matter, for it is a fact that he who had a thorough course of primary instruction, has a foundation for a thorough education, and becomes the thorough man, while he who fails in a primary education skims the surface and is to often only superficial.

---

#### MAKING "RULES."

It is our practice to make no "rules" at the beginning of a school. We propose to present a few considerations going to show that both theory and practice confirm this method. Of course regulations may be made but these are only directions. Rules are laws, and as such a list of them should not be given to the school at the outset, as is not infrequently the case.

By proclaiming rules before the offence is committed you challenge the scholar, as it were, to their violation; you assure him that you expect him to be guilty of the offence against which the law provides. Why not treat the child as well as the criminal, who is regarded as innocent until proved guilty. We know of no wrong acts on their part and why not give them the benefit of an irreproachable character. In other words this method tends to a feeling of *suspicion* on the part of scholar and teacher. If a nurseryman finds one of his trees acquiring a crooked growth, he forces it into its natural position by restraint. But if such restraints were to be attached to the straight tree on *suspicion* that it would grow up

wrong they would injure and not benefit the tree. So it is at the fire side. Instinct teaches the mother to use the restraints of authority only when the child's faults require them.

In the second place, if the teacher reads off a list of rules he makes the *discipline* and not the *scholarship* the prominent thing. It is, we feel sure, too often the case that discipline makes scholarship rather than scholarship discipline. That is, a boy's marks in behavior count more than his scholarship in determining his standing. If you maintain carefully your list of rules you teach the pupil to study these more thoroughly than the rules of grammar and arithmetic, for otherwise he is made uncomfortable while in the school and has his standing lowered at the close.

Once more, a rule is designed to impress some moral lesson. Now after the lesson is fixed what need of the rule. The scholar has fully learned the lesson of discipline and how more does he need the law than the clerk needs the rule for addition. The rule therefore becomes a dead letter to him and practice takes its place. We therefore arrive by the course of nature, at the point where no rule exists. Yet no such point can exist in the other method for the rules are always placed before the pupil in advance.

But the school-room best confirms our theory. There you will probably find a more cheerful obedience and a more rapid manly development where the rules are not put before the pupil at the outset and kept there. The pupil soon learns to obey because motives of *reason* require it and not because there is a *rule* to that effect. Nature and reason offer so many objections to the system of making rules in advance that we should scarcely seem to need the test of experience to shape our course.

C. P. O.

---

#### ADORN THE SCHOOL-ROOM.

If any place should be made pleasant, convenient and attractive, it is the room in which the young receive their school training;—the room in which they spend more of their waking hours than any other;—the room which becomes

more clearly and indelibly impressed upon the mind than any other. And yet how sad to think that so many of our school-houses are entirely destitute of anything which will give them a home-like and attractive appearance.

The school-house is emphatically an educator. The pupils are affected more or less by its general appearance, its arrangements and its surroundings. If pleasantly located, constructed with a proper regard to architectural taste, and furnished with neat and convenient desks and seats it will impart impressions of the right kind,—proving a silent but potent educator. If its walls are suitably adorned with pictures and mottoes it will prove still more of an educator in the right direction. And we rejoice that more attention is now given to this subject than formerly, and hope that the time may soon come when every school-room will be made attractive by having its walls decorated with engravings of an appropriate character. Such pictures will impart many a useful lesson, and become so impressed upon the memory, as to exert a salutary and lasting influence.

The likenesses of Washington and Lincoln should be in every school-room of our land, teaching the purest lessons of honesty, truthfulness and patriotism to every beholder. The likenesses of Grant, Sherman, Sheridan and many others, who have so nobly battled for their country's good, will be most fitting adornments for the walls of a school-room,—and what child educated in a room thus embellished can ever breathe a spirit of disloyalty? Wherever he may go, after his school-days are over, he will bear with him indelible impressions of these patriot heroes whose likenesses school years have so effectually daguerreotyped upon memory's page.

But other pictures should adorn the walls of the school-room. We have recently received from the publisher,—W. J. HOLLAND, Esq., of Springfield, Mass., four beautiful engravings which would be most appropriate for the object under consideration, no less than for every dwelling and every sabbath school room. They are,—“*Christ blessing Little Children* ;” “*Home on a Furlough* ;” “*The First Lesson* ;” and “*Now I lay me down to Sleep*.” These are all excellent, and,

placed before the young, they would teach daily lessons of goodness. Why should not every house and every school-house contain such engravings? From them the young would unconsciously but surely receive impressions which would prove a source of pleasure and of good through all coming life. In a future number we shall endeavor to designate other engravings which we deem appropriate for the purpose named.

---

WAR CHONICLE FOR THE YEAR 1864.

(Continued,)

- June 3. Battle of Coal Harbor. A drawn game.  
 " 5. Severe rebel defeat at Piedmont.  
 " 6. Hunter occupies Stanton.  
 " 7. Morgan with 3,000 men begins a raid into Ky.  
 " 7. President Lincoln renominated.  
 " 12. Grant crosses the Chickahominy, and marches for the James.  
 " 17-18. Rebels driven to a point seven miles from Lynchburg, but Hunter is then obliged to retreat into Western Va., and loses several cannon.  
 " 18. Unsuccessful assault on the rebel works at Petersburg. Loss in four days about 10,000.  
 " 19. The Pirate Alabama sunk by the Kearsage off Cherbourg, France.  
 " 23. Severe battle on the Weldon Railroad.  
 " 24. Maryland Convention abolishes slavery.  
 " 28. Sherman flanks Johnston at Kenesaw Mt.  
 " 30. Resignation of Secretary Chase.
- July 2. Gen. McPherson killed by a rebel sharp-shooter at Atlanta.  
 " 4. Harper's Ferry and Bolivar Heights evacuated by Union troops.  
 " 5. Rebels invading Maryland. Gov. Curtin calls for 12,000 men; New York also called on for 12,000.  
 " 5. Hunter's army reaches Parkersburg greatly worn out.  
 " 11. Maryland invasion; rebel forces within seven miles of Washington.  
 " 17. Col. Jacques and James R. Gillmore visit Richmond.  
 " 18. Niagara Falls peace correspondence in progress.



- " 20. Rebels severely defeated at Peach Tree Creek in the Shenandoah.
- " 30. Explosion of mine under rebel works at Petersburg. Great sacrifice of colored troops. No advantage gained.
- Aug. 1. Rebels retreating from Pa. are defeated at Cumberland and lose much of their spoil.
- " 4. National Fast observed.
- " 5. Farragut captures the rebel fleet at Mobile Bay.
- " 6. Unsuccessful attack on rebel lines at Atlanta.
- " 7. Sheridan placed in command of the Middle Department.
- " 8. Surrender of Fort Gaines.
- " 9. Butler begins Dutch Gap Canal.
- " 14. Battle at Strawberry Plain. Rebel works carried.
- " 15. Capture of the Georgia by the U. S. steamer Niagara.
- " 20. Discovery of rebel plot in Northwest to control the Presidential election.
- " 21. Rebels make an attack on the Weldon road, but are defeated with great loss.
- " 22. Severe battle at Ream's station. Union forces compelled to retreat.
- " 23. Surrender of Fort Morgan.
- " 29. McClellan nominated for President.
- Sept. 1. Rebel army abandons Atlanta, and Slocum's corps marches in.
- " 4. John Morgan, the rebel guerrilla killed in battle at Greenville Tenn.
- " 12. Fort Pillow captured, and its garrison butchered by the rebels.
- " 18. Steamers destroyed on Lake Erie by pirates from Canada.
- " 19. Great rout of Early at Winchester by Gen. Sheridan, with immense loss of men and guns.
- " 29. Rebels defeated at Pilot Knob with heavy loss.
- " 30. Rebel works captured near Chapin's Farm, and New Market road captured and held.

*To be Continued.*

---

**A NATION MOURNS.**

SINCE our last issue a whole nation has been plunged from the heights of rejoicing to the depths of mourning. Our noble and beloved President has been stricken down by the hand of a cowardly assassin, and funereal emblems are visible over all the land. There are sighs and tears, regrets and lamentations, in every loyal village, in every patriotic home. But while we can not suppress feelings of sorrow,—deep and heartfelt sorrow at the loss of a great and good man,—it becomes us to see that his noble life and example are held up for imitation, and that Abraham Lincoln, though dead, may yet live in the hearts of the rising generation,—exerting a salutary influence through coming time.

And what an example does the life of our late President place before the young? Born of humble, though respectable parentage, struggling through years of poverty, working hard during the day and studying far into the night, he won his way from a position unusually humble to the highest position in the gift of the nation,—a position in which he gained the admiration and affection of a great people. As a man of indomitable perseverance, unswerving integrity, purity of motive and life, and loftiest patriotism, let the youth in our schools be taught to revere his memory and imitate his bright example. We trust teachers will see to it that the lesson of the hour is not lost, but that it may sink deep into the hearts of their pupils, stimulating them to unfaltering effort in every good and laudable work.

The following lines by Whittier, though written years ago, with reference to the death of a distinguished statesman, seem to have a peculiar force at this time of a

**NATION'S GRIEF.**

One day, along the electric wire  
His manly word for Freedom sped;  
We came next morn; that tongue of fire  
Said only, "He who spake is dead!"

Dead! while his voice was living yet  
In echoes round the pillared dome!  
Dead! while his blotted page lay wet  
With themes of state and loves of home!

Dead! in that crowning grace of time,  
That triumph of life's zenith hour!  
Dead! while we watched his manhood's prime  
Break from the slow bud into flower!

Dead! he so great, and strong, and wise,  
While the mean thousands yet drew breath;  
How deepened, through that dread surprise,  
The mystery and the awe of death!

From the high place whereon our votes  
Had borne him, clear, calm, earnest, fell  
His first words, like the prelude notes  
Of some great anthem yet to swell.

We seemed to see our flag unfurled,  
Our champion waiting in his place  
For the last battle of the world—  
The Armageddon of the race.

\* \* \* \* \*

No wild enthusiast of the right,  
Self-poised, and clear, he showed alway  
The coolness of his northern night,  
The ripe repose of autumn's day.

His steps were slow, yet forward still  
He pressed where others paused or failed:  
The calm star clomb with constant will—  
The restless meteor flashed and paled!

\* \* \* \* \*

The human life that closed so well  
No lapse of folly now can stain;  
The lips whence Freedom's protest fell,  
No meaner thought can now profane.

\* \* \* \* \*

Men of the North! your weak regret  
Is wasted here; arise and pay  
To Freedom and to him your debt,  
By following where he led the way!

In a most fitting eulogy on Pres. Lincoln, Dr. Holland says, "We loved and honored Mr. Lincoln because he was a christian. I can never think of that toil-worn man, rising long before his household, and spending an hour with his Maker and his Bible, without tears. In that silent hour of communion he has drawn from the fountain which has fed all these qualities that have so won upon our faith and love. Ah! what tears, what prayers, what aspirations, what lamentations, what struggles have been witnessed by the four walls of that quiet room! Aye, what food have the angels brought him there! There, day after day, while we have been sleeping, has he knelt and prayed for us,—prayed for the country, prayed for victory, prayed for wisdom and guidance, prayed for strength for his great mission, prayed for the accomplishment of his great purposes."

---

## LOCAL AND PERSONAL.

SEYMOUR. The institute held here, early in April, was attended by a very good class of teachers,—nearly twenty towns being represented. Those in attendance were hospitably entertained by the citizens of Seymour. The Rev. Mr. Shannon and F. Durand, Esq., members of the Board of school visitors, were unwearied in their efforts to promote the interests of the Institute. We hope soon to learn that the enterprising people of this busy village have decided to erect a building for their high school that will be in every way worthy the object and an ornament, no less than a valuable addition, to the village. We believe the intelligent portion of the people have about “made up their minds” not only that the children of Seymour are about as good as the children of other villages, but also that they shall have school accommodations not a whit inferior to those provided in other places of like wealth.

HARTFORD. We recently spent most of a day in some of the schools of this city. The school house in the north district has been enlarged during the past year, and now affords ample and excellent accommodations for some five or six hundred pupils. The general arrangement is right,—giving a separate room to each grade and each teacher. As we passed through the several apartments we gained the impression that good discipline prevailed and that the teachers were faithfully performing their work. Several of the teachers were graduates of the school. A. Morse, Esq., assisted by Miss Easton, has charge of the higher department and the general oversight of all the rooms. Mr. Morse is among the veteran teachers but retains all that interest and professional feeling which tend to make success sure. May he live yet many years to instruct the young and guide their steps into paths of wisdom and virtue. The work is a noble one, and he is well performing his part.

At the Arsenal school, now under the efficient management of Mr. Stockwell, we found the regular exercises suspended in order to make some arrangements for attending the funeral of one of the teachers,—who had been suddenly called from her earthly labors.

We learn that Mr. Stockwell is doing a good work for this school.

Our call at the school of Mr. Fillow was brief but long enough to satisfy us that a very kindly and coöperative spirit prevails between teachers and pupils. Mr. Fillow has been at the head of this school

several years and has earned a good reputation. The lady teachers connected with this school are not all the same as two years ago. We learn that a sort of "matrimonial affection" has, at times, made inroads and caused a change of teachers. Such cases will occur in the best regulated schools,—or rather they have occurred in all schools.

**GREENEVILLE.** Mr. A. F. Palmer, a member of the senior class of the Normal School,—a worthy man and a good teacher,—succeeds Mr. Johnson at this place.

**NORMAL SCHOOL.** The summer term of this institution has opened very favorably,—the number in attendance being larger than in the corresponding term of 1864.

Mr. Holcomb of Troy, N. Y., formerly connected with the high school in Hartford, succeeds Prof. Ripley during the summer term.


**KANSAS.** The Kansas Journal of Education for April is before us. Two articles in it, written specially for our Journal, have been copied without the usual credit. We presume it was unintentional. We wish our co-workers in Kansas abundant success in their good work.

**BRANFORD.** The school visitors and active friends of education in this place have made strenuous efforts to obtain a town high school and to secure such change in the organization of districts as would give the place a good graded school. Though defeated for the present, in town meeting, we believe the time is not far distant when these objects will be secured.

**COLEBROOK.** We visited this place on a stormy day, but we found in the center school all the children but five present out of twenty-six enrolled, and the average attendance through the winter for successive months had been from eighty-one to eighty-six per cent, much above the average in such districts. This shows what can be done in a country school even with a poor school house. We believe the credit here, partly at least, belongs to the efficiency of the teacher, Miss Julia Whiting.

**LITCHFIELD.** The school in the center district had much improved from its condition at a former visit. It has been under the charge of a young lady who has secured thorough classification, prompt, spirited recitation, and good order. The reading and spelling classes to which we listened, did well.

☞ Our correspondents must be patient. Two or three brief articles are necessarily deferred until our next.

 In answer to F. D. J.,—We believe the Connecticut rule for partial payments is never more favorable to the creditor than the U. S. Rule.

---

### BOOK NOTICES.

IN SCHOOL AND OUT; or the Conquest of Richard Grant.

RICH AND HUMBLE; or the Mission of Bertha Grant.

WATCH AND WAIT; or the young fugitives.

Those who have read the first series of the "Oliver Optic" books will need no urging to induce them to read these. They are additional volumes by the same gifted author and are among the best books for interesting and instructing the young. They are published in an attractive style by Messrs. LEE & SHEPARD, one of the most enterprising publishing houses of Boston.

The same firm publish a series of smaller books called "The Little Prudy Series," by Sophia May. These are capital books for children under twelve years of age,—and will be read with interest by much older persons. We do not hesitate to commend the "Oliver Optic" books and the "Little Prudy" books for school libraries and to families. The perusal of such books will at once entertain and improve the reader.

THE SCHOOL AND THE COMMONWEALTH: THE SCHOOL-MASTER OR THE DRILL MASTER. This excellent and timely address, given before the State Teachers' Association has been published, a copy forwarded to every district in the state,—in accordance with the very generous provision made by one\* who has ever been a friend to teachers and schools. We believe its perusal will do great good and awaken an interest in the right direction.

---

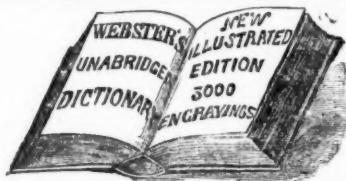
\*Hon Henry P. Havens, of New London.

---

### CONTENTS—MAY.

Notes from a Schoolmaster's Portfolio,	- - - - -	129
Reverence for Children,	- - - - -	131
Something about Compositions,	- - - - -	133
Penmanship.—Its Theory and Practice,	- - - - -	136
The Duties of Teachers to their Successors,	- - - - -	141
Primary Teachers,	- - - - -	144
Making Rules,	- - - - -	145
Adorn the School Room,	- - - - -	146
War Chronicle,	- - - - -	148
A Nation Mourns,	- - - - -	150
Local and Personal,	- - - - -	152
Book Notices,	- - - - -	154

# GET THE BEST. WEBSTER'S UNABRIDGED DICTIONARY.



EVERY FAMILY AND EVERY STUDENT

SHOULD HAVE

## WEBSTER'S NEW DICTIONARY.

"Etymological part remarkably well done. \* \* We have had no English Dictionary nearly so good in this respect."—*N. Am. Review*, Jan., 1865.

"In our opinion, it is the best Dictionary that either England or America can boast."—*National Quarterly Review*, Oct., 1864.

"No English scholar can dispense with this work."—*Bibliotheca Sacra*, Jan., 1865.

"Truly a *Magnum Opus*, a monument of industry, research and erudition, worthy the most cordial recognition and the highest praise of all who write, speak, or study the English language."—*Evang. Quart. Review*, Jan., 1865.

"In its general accuracy, completeness, and practical utility,—the work is one which *none who read or write can henceforward afford to dispense with.*"—*Atlantic Monthly*, Nov., 1864.

"Viewed as a whole, we are confident that no other living language has a Dictionary which so fully and faithfully sets forth its present condition as this last edition of Webster does that of our written and spoken English tongue."—*Harper's Magazine*, Jan., 1865.

"THE NEW WEBSTER is glorious—it is perfect—it distances and defies competition—it leaves nothing to be desired. As a monument of literary labor, or as a business enterprise, magnificent in conception and almost faultless in execution, I think it equally admirable."—*J. H. Raymond, LL. D., Pres. Vassar College.*

"THE NEW WEBSTER.—The immense and invaluable additions to the original excellence of the dictionary, the careful retrenchment of whatever errors had been chargeable in former editions, and the just and liberal course adopted in presenting a *conspectus* of all words on which eminent authorities bespeak a divided usage, whether in orthography or orthoepy; these, together with the unsurpassed accuracy and fullness of the definitions, appended to all important terms, in whatever department of knowledge, besides the strict scrutiny to which the whole department of etymology has been subjected,—render this new edition of the dictionary the noblest contribution to science, to literature, and to education as dependent on an adequate knowledge of the English language, that the combined labors of editors and publishers have yet produced."—*Prof. William Russell, Lancaster, Mass., Feb. 14, 1865.*

"The Dictionary as it now stands before the public, is, in many respects, and tracing it from its origin, the greatest literary work which America has ever produced."—*Prof. C. E. Stowe, Nov., 1864.*

"The work is really a credit to the time and to the country."—*R. Shelton Mackenzie, LL. D.*

Containing one-fifth more matter than former editions.

From New Electrotypes and the Riverside Press.

IN ONE VOL. OF 1840 ROYAL QUARTO PAGES,

AND IN VARIOUS STYLES OF COMMON AND ELEGANT BINDING.

"GET THE LATEST." "GET THE BEST." "GET WEBSTER."

Published by G. & C. MERRIAM, Springfield, Mass.

SOLD BY ALL BOOKSELLERS.

Specimen pages of the Illustrations and other new features will be sent on application to the publishers.



## GREEN'S ENGLISH GRAMMARS.

The attention of teachers and others is invited to this widely known series of English Grammars, which is the matured result of a long and careful study of the language itself, as well as of the best methods of teaching it. The system by which the principles of the language are here exhibited is simple and easy of attainment, and differs in many essential particulars from that of any other author. Professor Greene's connection with public schools, normal schools, and teachers' institutes, has given him peculiar facilities for adapting a series of text-books to the wants of the different grades of schools; and his success is best manifested by the great popularity which these Grammars have attained.

The books intended as a connected series are

- I. THE INTRODUCTION.
- II. THE ENGLISH GRAMMAR.
- III. THE ANALYSIS OF SENTENCES.

Either of these is complete in itself, and may be used independently of the others.

These Grammars are the sole text-books on this subject in the public schools of many of our principal cities and towns, and are also used in a large number of the best private schools throughout the country.

*From David N. Camp, State Superintendent of Connecticut, and Principal of State Normal School.*

Greene's English Grammars have been in use in the Connecticut State Normal School, and in the model schools connected therewith, for more than ten years, and have given almost universal satisfaction. I know of no books that have better stood the test of use in classes than Greene's Grammars and Analysis, and I have found no better grammar scholars in the schools of this state than those taught on the system of Professor Greene.

The Series furnishes books suitable for different grades of schools, and adapted to the best methods of teaching the English language.

*From the late Lorin Andrews, President of Kenyon College, and formerly Superintendent of the Massillon Union School.*

With great cheerfulness I give my hearty and unqualified approbation of Professor Greene's English Grammars. During the past year we have used them exclusively in the Massillon Union School, and after the fairest and most thorough of all tests—the searching ordeal of a year's trial in the recitation-room—they have more than equaled our expectations. I shall, on all proper occasions, recommend them to teachers and school officers as the grammars for all grades of our schools.

## WARREN'S GEOGRAPHICAL SERIES.

WARREN'S PRIMARY GEOGRAPHY,  
WARREN'S COMMON SCHOOL GEOGRAPHY,  
WARREN'S PHYSICAL GEOGRAPHY,  
WARREN'S PHYSICAL AND OUTLINE CHARTS, 7 TABLETS (in preparation.)

These books form a complete geographical course, adapted to all grades of schools. They have recently been thoroughly revised, and now contain all new political and territorial changes, with statistics from the census of 1860. The maps and engravings are of the very highest order of excellence, and in all the books the maps are in same volume with the descriptive text. The series is now used in most of the principal cities and towns of the United States, and has given great satisfaction wherever has been adopted.

For introductory terms or further information address

J. B. COWPERTHWAITE, PHILADELPHIA,  
April, 1865. or F. E. PEASLEE, care of BROWN & GROSS, HARTFORD.

1865



1865

This remarkable System begins its fifth year under the most encouraging circumstances. Other systems struggle years for a feeble existence, while this has attained a growth and vitality exceeding any other on record.

The secret of its success lies in the fact that *it was made in the school-room, and works like a charm in classes of every grade.*

*It is plain; it is practical; it is scientific.*

It has withstood the most persistent attacks of envious rivals, gaining strength from the contest.

*It invites criticism, comparison, and competition.*

IT IS THE MOST ORIGINAL SYSTEM, putting old foggy systems *hors de combat*, and suggesting the necessity of, and furnishing the material for revised revisions, with the vain hope of appropriating the secret of its wonderful popularity.

*It leads other systems.*

It was the first system comprising a text-book for teachers. It was the first system containing a chart on the black-board principle. It is the **ONLY SYSTEM** giving specific instructions upon **EACH COPY**, explaining its object, and the author's views and method of teaching it.

It has received the highest approval of superintendents and teachers wherever it has been used or examined. It is recommended by the regents of the University, state of New York, to be used in all the academies of the Empire State.

**USE THE BEST**—it costs no more, and you will feel *more respectable* for it.

#### IT COMPRISES

I. A Blackboard Chart of Letters,	- - - - -	\$1.75
II. An Analytical Chart of Penmanship,	- - - - -	1.75
III. A Series of Copy Slips (66 Nos.) per set,	- - - - -	1.50
IV. A Series of Copy Books (8 Nos. and 1 Exercise Book) per dozen,	- - - - -	1.80
V. A Text-book on Penmanship, Punctuation, &c.,	- - - - -	1.50
VI. A Teacher's Guide to the System,	- - - - -	25
VII. Ellsworth Steel Pens, two sizes, extra fine, (Quill Spring,) per gross,	- - - - -	1.75
Ladies', per gross,	- - - - -	1.25
VIII. A System of Guide Lines for pupils, per dozen,	- - - - -	25

Specimen Copy Books free by first post on receipt of 15 cents for each number—other articles on receipt of price as above. Address

**H. W. ELLSWORTH, Copy Book Publisher,**

**817 and 819 Broadway, New York City.**

**N. B.**—Send the address of ten or more teachers and you will receive the "Teachers' Guide" by return mail. Get the system adopted by any Board of School Officers, or Directors, or by any Teachers' Association or Institute, and you will be entitled to a choice of any of the articles above enumerated.

February—1865.

# THE ECLECTIC EDUCATIONAL SERIES:

NEW, CHEAP, AND EXCELLENT.

Few school-books ever published have received a wider or more cordial indorsement from prominent and influential educators than the works of The Eclectic Series. Wherever used they are liked. Those who have thoroughly tested their merits in the class-room unite in pronouncing them superior to all similar works.

## McGuffey's New Eclectic Series.

NEW PRIMARY CHARTS, 6 No's.....	65 cents.	NEW ECLECTIC 5TH READER.....	55 cents.
NEW ECLECTIC SPELLER.....	10 cents.	NEW ECLECTIC 6TH READER.....	65 cents.
NEW ECLECTIC 1st READER.....	15 cents.	NEW HIGH SCHOOL READER.....	75 cents.
NEW ECLECTIC 2d READER.....	20 cents.	NEW JUVENILE SPEAKER.....	45 cents.
NEW ECLECTIC 3d READER.....	30 cents.	NEW ECLECTIC SPEAKER.....	85 cents.
NEW ECLECTIC 4TH READER.....	35 cents.	YOUNG LADIES' READER.....	75 cents.

## Arithmetic, Algebra, Geometry.


RAY'S PRIMARY ARITHMETIC.....	10 cents.	RAY'S HIGHER ARITHMETIC.....	65 cents.
RAY'S INTELLECTUAL ARITHMETIC.....	20 cents.	RAY'S ELEMENTARY ALGEBRA.....	60 cents.
RAY'S PRACTICAL ARITHMETIC.....	40 cents.	RAY'S HIGHER ALGEBRA.....	80 cents.
RAY'S TEST EXAMPLES, with Ans.....	30 cents.	RAY'S PLANE & SOLID GEOMETRY.....	60 cents.
RAY'S TEST EXAMPLES, without Ans.....	25 cents.	EVANS' SCHOOL GEOMETRY.....	40 cents.


## Grammar and Composition.

PINNEO'S PRIMARY GRAMMAR.....	25 cents.	PINNEO'S ENGLISH TEACHER.....	35 cents.
PINNEO'S ANALYTICAL GRAMMAR.....	35 cents.	PINNEO'S GUIDE TO COMPOSITION.....	30 cents.

## Miscellaneous.

KIDD'S ELOCUTION.....	85 cts.	THE EXAMINER, OR TEACHER'S AID.....	50 cts.
DE WOLF'S INSTRUCTIVE SPELLER.....	20 cts.	LILIENTHAL'S OBJECT LESSONS.....	20 cts.
SMART'S FREE GYMNASTICS.....	20 cts.	THE YOUNG SINGER, PART I.....	30 cts.
WHITE'S CLASS-BOOK OF GEOGRAPHY.....	20 cts.	THE YOUNG SINGER, PART II.....	35 cts.

 Single specimen copies of any of the above-named books sent by mail, postage prepaid, to teachers and school-officers for examination, with a view to introduction, on receipt of the prices named.

 Liberal terms given on books ordered for first introduction, in exchange for others not in satisfactory use. Those desirous of introducing any books of the ECLECTIC SERIES are respectfully invited to correspond with the publishers.

SARGENT, WILSON & HINKLE,  
CINCINNATI, OHIO.